



2019-2020 School Action Fund - Planning
COMPETITIVE GRANT Application Due 5:00 p.m. CT, May 2, 2019

NOGA ID

Authorizing legislation

Elementary and Secondary Education Act of 1965 (ESEA), as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title I, Part A, Section 1003, School Improvement

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp in date and time

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Grant period from **July 1, 2019 to July 31, 2020**

☒ Pre-award costs are not permitted.

Required Attachments

No attachments are required to be submitted with this application.

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Grand Prairie ISD** CDN **057910** Vendor ID **1756001697** ESC **10** DUNS **079332763**
Address **2602 S. Beltline Rd** City **Grand Prairie** ZIP **76207** Phone **972-264-6141**
Primary Contact **Patricia Lewis** Email **patricia.lewis@gpsid.org** Phone **972-237-5532**
Secondary Contact **Ray Wilks** Email **ray.wilks@gpsid.org** Phone **972-237-5502**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Susan Simpson Hull** Title **Superintendent**

Email **susan.simpson@gpsid.org** Phone **972-264-6141**

Signature **[Signature]** Date **04/25/2019**

Grant Writer Name **Patricia Lewis** Signature **[Signature]** Date **04/25/2019**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

RFA # **701-19-107** SAS # **438-20**

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2019-04-19

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Crosswinds HS serves 393 high school students. Students who attend 4 hours of teacher-developed online courses daily graduate with their cohort. This is reflected in the school graduation rate of 64% which mirrors the attendance rate of 63%.	Improve attendance to increase the graduation rates. (1) Hire Project Coordinator/Counselor; (2) Establish Student Engagement Center; (2) Select drug abuse intervention program to serve as a model for implementation; (3) Attend training in drug intervention program; (4) Develop a school model for guidance and intervention services; (5) Partner with Mosaic to provide rehabilitation services.
100% of students entering the Crosswinds HS are at-risk for dropping out of school. 20% graduate on a minimum diploma plan. No students graduate with Career and Technical Education (CTE) course credits.	Increase the number of students prepared to enter technical careers: (1) Establish Career Center; (2) Develop job description/model for Transition Counselor; (3) Partner with Texas Workforce Commission to provide career exploration activities; (4) Partner with Dallas Chamber of Commerce to offer leadership events.
77% of Crosswinds HS students are economically disadvantaged. Less than 2% pass the Texas Success Initiative (TSI) college entrance exam in English and Math to meet college enrollment requirements.	Increase the number of students prepared to enter postsecondary education. (1) Establish a College Center; (2) Develop job description/model for Wrap-Around Counselor; (3) Partner with college to provide guidance and TSI preparation; (4) Explore offering electives to prepare students to pass college entrance exams.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The Crosswinds Improvement Committee will complete a campus improvement plan that enables 80% of Crosswinds students to graduate high school prepared to enter technical training or postsecondary education by May, 2021.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Planning Committee: (1) Hire Project Coordinator with counseling credentials; (2) Expand improvement committee to include project partners; (4) Create a School Action grant plan with performance measures and quarterly targets; (5) Attend TEA grant meetings; (6) Review data and make adjustments to grant plan at end of quarter.

Planning for Drug Intervention Services: (1) Establish Student Engagement Center; (2) Develop job description for Drug Intervention Specialist; (3) Select drug and alcohol intervention program; (4) Attend drug and alcohol intervention program training; (5) Develop partnership with Mosaic Family Services for intervention and rehabilitation services; (6) Create substance abuse intervention counseling model with partners (curriculum, presentations, guidance sessions, events); (7) Create facilities plan for Student Engagement Center.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Planning Committee: (1) Committee meets monthly; (2) Committee works with matched partners; (3) Attend TEA grant meetings; (4) Use formative evaluation to review data and make adjustments to grant plan at end of each nine weeks.

Planning Career Center: (1) Establish Career Transition section of Student Engagement Center; (2) Develop a job description for a Transitional Counselor to link student achievement to life planning and careers; (3) Develop partnership with Texas Workforce Commission (TWC) to share job counselors to present career exploration and job search activities; (4) Create partnership with Dallas Chamber of Commerce to offer My Career My Way leadership events; (5) Work with GPISD Executive Director of Career and Technical Education to explore electives that prepare students to attend TWC job training after graduation; (6) Create annual Crosswinds Career Prep/Transitions calendar; (6) Create facilities plan for Career Center.

Third-Quarter Benchmark

Planning Committee: (1) Committee meets monthly; (2) Committee works with matched partners; (3) Coordinator attends TEA grant meetings; (4) Committee reports summative data; and (5) Committee uses final evaluation to determine effective components of school improvement; (6) Committee develop Crosswinds HS Improvement Plan for 2020-21.

College Center: (1) Establish College section of Student Engagement Center; (2) Develop job description for Wrap-Around Counselor to link families with support networks/services; (3) Establish partnership with Dallas County Community College District (DCCCD) to share college counselor personnel and entrance exam preparation materials; (4) Work with Grand Prairie ISD Executive Director of College Readiness explore electives to improve scores on TSI for college entrance; (5) Create annual calendar of College Prep events; (7) Create facilities plans (furniture, equipment, technology) for College Center.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Crosswinds High School Improvement Committee will work with project partners to plan bold, evidence-based student support programs: (a) a drug abuse intervention model to improve attendance in high school courses and increase graduation rates; (b) a career transition model to prepare students to enter job training; and (c) a college preparation model to link students with social, financial, and college readiness service providers to promote college entrance.

Project Evaluation Data: Under the direction of the Area Superintendent for Innovation and Choice, the campus-based Improvement Committee including district educators, parents, social service providers, educational partners, and community members will develop a School Action Grant Plan. The plan will include SMART goals, objectives, action steps, personnel, resources, dates for data collection and analysis, and performance targets for each quarter of the project period. The project plan will address all TEA mandatory performance measures to generate reliable data on the effectiveness and efficiency of the School Action initiative. GPISD agrees to collect data and comply with any evaluation requirements requested by the TEA.

Necessary Adjustments: The Area Superintendent for Innovation and Choice will guide the campus-based Improvement Committee in utilizing Site-Based-Decision-Making processes to monitor the implementation of the grant project. Data collected to evaluate the project will include: meeting agendas, sign-in sheets; contractual agreements with partners to share personnel/resources; educational models for the Student Engagement Center; and facilities plans for the Center. The team will meet at the end of each quarter to review project-level data and participant feedback. The campus-based committee will use the data and feedback to revise grant personnel, resources, and timelines to meet performance outcomes at the end of each quarter and to achieve the SMART goal by the end of the grant period.

Communication: The Crosswinds HS Improvement Committee will present formative evaluation reports to the GPISD Educational Improvement Committee each nine weeks and a summative evaluation report to the committee at the end of the school year. The district-level team will use the summative report to recommend effective counseling models to be incorporated into the 2020-21 Crosswinds High School Improvement Plan. The evaluation report and improvement plan will be submitted to the Board of Trustees in May of 2020.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- ☒ The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 School Action Fund - Planning Program Guidelines.
- ☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 School Action Fund - Planning Program Guidelines, and shall provide the Texas Education Agency and the matched school action technical assistance provider, upon request, any performance data necessary to assess the success of the program.
- ☒ The applicant provides assurance that it will contract and work in good faith with the TEA vetted and matched school action technical assistance provider and agency-provided technical assistance.
- ☒ The applicant will budget at least 25% of the total award as "Matched School Action Technical Assistance Provider" on schedule 6200.
- ☒ The applicant assures that contracts with matched school action technical assistance provider will be negotiated and signed by October 1, 2019.
- ☒ The applicant assures that a project manager will be identified. Please note: this position may be funded by other fund sources.
- ☒ The LEAs pursuing a partner-managed model assure that a financial spending analysis will be performed in accordance with TEA requirements.
- ☒ The applicant assures that all fidelity of implementation revisions will be complete on or before October 15, 2019.
- ☒ The applicant assures access will be provided for onsite visits to the LEA and campus by TEA and its contractors.
- ☒ The applicant assures attendance and participation in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
- ☒ The applicant assures that an implementation plan, using a TEA approved format, will be developed with the school transformation partner by June 1, 2020.
- ☒ The applicant assures partners operating campuses under the partner-managed option must commit to Lone Star Governance participation.
- ☒ The applicant assures Pre-K "New Schools" will designate a feeder comprehensive campus by May 1, 2020.
- ☐ **For LEAs pursuing the Create a new school action model:** The applicant assures that enrollment at a new school must prioritize students attending or zoned to a 2018-2019 Comprehensive and/or Targeted school.
- ☐ **For LEAs pursuing the Partner-managed model:** The applicant assures commitment to the Adoption of Model Authorizing policy and participation in the Texas Authorizer Leadership Academy.

Statutory Requirement

Please refer to the Program Guidelines page 9 and address the six questions below:

1)

The School Action Plan: Under the direction of the Area Superintendent for Innovation and Choice and the campus Principal, the Crosswinds High School Improvement Committee will create a School Action Grant Plan. The plan will include school goals and objectives, critical success factors, school actions, materials and resources, personnel, and performance targets. A separate timeline will be created for each school goal (1) increasing attendance and high school graduation rates; (2) increasing graduates transitioning to earn an industry credential; and (3) increasing graduates equipped to enter college. The plan will include a calendar with dates for implementing action steps to achieve grant goals including committee meetings, TEA grant meetings, meetings with project partners and service providers, training and workshops, data collection windows, and TEA reporting deadlines.

Carrying-Out the Plan: Under the supervision of the campus Principal, The Project Coordinator will oversee the day-to-day implementation of grant activities based on the School Action Plan. The Crosswinds HS Improvement Committee will meet four times each year. The Principal will present formative progress reports including project implementation, student data, and stakeholder feedback at each meeting. The administrator will work with the campus team to use the formative evaluation to adjust strategies, personnel, and resources to meet project goals.

School Improvement Plan: A summative evaluation will be presented to the Crosswinds High School Improvement Committee at the end of the school year. The evaluation will define the effectiveness of each student support model in positively impacting student success. The Area Superintendent will lead the committee in integrating effective counseling models into the 2020-21 Crosswinds High School Improvement Plan.

2)

All GPISD Title I, Part A Campuses are designated as Schoolwide campuses and are able to use Title I, Part A funds to supplement services, programs and activities that impact the entire school population. The Deputy Superintendent of Innovation and School Improvement serves as the designated District Coordinator of School Improvement and is responsible for ensuring improvement committees use the Texas Accountability Intervention System continuous improvement framework and ESEA turnaround principles to develop improvement plans. This ensures plans are effective and meet state and federal requirements.

a)

The GPISD Deputy Superintendent of Innovation and School Improvement conducts programmatic review to ensure school improvement goals are being achieved using formative and summative reports submitted quarterly to the GPISD Educational Improvement Committee. The reports outline program-level and student-level data related to the accomplishment of each campus goal. The GPISD administrator also conducts budget reviews semi-annually to ensure funds are being used only to address instructional needs that are directly linked to the school's needs assessment and are identified on the school improvement plan.

b)

When a GPISD Comprehensive Campus in required improvement does not accomplish school action goals over a period of years, the principal is replaced and a district leader who has a successful record in transforming high need campuses is appointed to the position. In addition, school improvement strategies are reviewed and refined to ensure all Critical Success Factors are addressed and campus systems and process are reviewed to remove unsuccessful practices. The GPISD school improvement process ensures high quality administrators lead effective school actions in high need schools to achieve student and school performance targets.

3)

GPISD will contract with matched technical assistance support approved by TEA to plan, implement, and evaluate the School Action project. Twenty-five percent of the grant budget has been designated as "Matched School Action Partner". The improvement committee has recommended the district contract with educational partners to provide personnel and resources to develop drug and alcohol intervention, career exploration and preparation, and college-going components.

GPISD has access to a large pool of external providers and educational partners from the Dallas Ft. Worth metropolitan region and the state. The district utilizes TCDSS guidance and follows the procedures outlined in the Handbook on Effective Implementation of School Improvement Grants for screening and selecting external providers. The improvement team will utilize the GPISD Human Capital policies for securing contracted services including conducting an interview with the external partner's leadership team to determine experience and qualifications to meet specific school improvement goals and to determine a history of prior success in positively impacting high need learners. The hiring process will be conducted using the GPISD Business Operations Handbook guidelines and procedures. Evaluations of services rendered will be conducted and contracts will be negotiated annually.

Statutory Requirement (Cont'd)

4)

Grand Prairie ISD leaders have experience in implementing innovative school action models to improve student success using technical assistance and funding provided by grant awards. Grand Prairie ISD will coordinate funds from a variety of appropriate local, state and federal sources to maximize effectiveness of grant funding. Additional funding sources to be utilized include: (a) Technology funding approved by the Board of Trustees in the spring of 2018 will be utilized to provide Apple computers, technical support, and technology training to the campus. Technology resources will enable families to access applications to social services and students to access career interest surveys, job boards, on-line employment applications, college entrance exam preparation programs, college applications, and financial aid paperwork. (b) Professional development funding provided through the GPISD Teaching and Learning department will be used to facilitate training and workshops held during the planning period to implement the drug and alcohol intervention program. (c) District transportation services will be used to transport learners to school and grant activities such as leadership training. (d) District funding will be used to provide furniture and educational materials to support establishment of the Student Engagement Center. (e) Education Foundation funding will be used to include Crossroads High School in 'The GPISD Experience' which introduces Grand Prairie ISD families to school of choice programs and enrollment instructions. GPISD is committed to using all available funding sources to ensure full and effective implementation of the proposed School Action Planning grant.

5)

Crosswinds High School will create a School Action Plan to ensure comprehensive change in the structure and systems of the school. Grand Prairie ISD will ensure the campus-based improvement committee has operational flexibility to refine practices and policies to effectively implement the plan. The campus will have the ability to:

- (1) Expand the campus staffing plan to include substance abuse, transition, and wrap-around counselors;
- (2) Partner with the Mosaic Family Services to provide intervention and rehabilitation services;
- (3) Partner with the Texas Workforce Commission to offer career exploration and job search activities at the campus;
- (4) Partner with the Grand Prairie Chamber of Commerce to offer My Career My Way events to Crosswinds HS students;
- (5) Partner with Dallas County Community College District to provide college counseling and TSI preparation resources;
- (6) Extend campus services to students during campus sessions held in the morning, afternoon, and evening;
- (7) Open a Student Engagement Center to support students in graduating, transitioning to careers, and preparing for college; and
- (8) Redefine family and community partnerships to focus on providing family education, counseling, and social services to promote student success in school and a career.

Grand Prairie ISD will ensure the campus receives ongoing, intensive technical assistance and related support from the district to modify campus policies and practices that improve student and school success.

6)

The proposed School Action project uses research based components to transform Crosswinds High School into high expectation campus promoting graduation and entrance into postsecondary training or education. The innovative project design is based on recommendations for reducing high school dropouts published in a Dropout Prevention Practice Guide by the Institute of Educational Sciences (IES): (1) Personal attention and guidance: The project will establish a strategic staffing plan including Drug Intervention, Transition, and Wrap-Around Counselors. The job description of each position will be designed to meet identified needs, strengthen the academic program of the campus, and achieve student and school goals.

(2) Rigorous courses with real world applications of learning: Students will have the opportunity to take Career and Technical Education to prepare for job training or College Preparation electives to prepare for college entrance after graduation. Educational partners will contract with the school to provide career counseling, job search, leadership training, college entrance exam preparation, and college advising. (3) Technology infused instruction in 21st century classrooms: The Student Engagement Center will be equipped with innovative technologies designed for students to access web-based resources for drug and alcohol intervention, career development and college entrance. (4) Evidence-based social support: The campus committee will be matched to social service, workforce, and educational partners with proven records of success. Three student support models will be developed. Each will integrate non-academic counseling support and academic instructional support. The result will be program models that improve the learner's physical, mental, and emotional health as well as contributing to overall student success.

TEA Program Requirements

TEA Program Requirement 1: Please identify one of the following eligible school action models. Once selected, please indicate whether the school action model will be district or partner managed. ***Note:** The district or partner managed option should only be selected if the LEA chooses from one of the following school action models: "Restart a struggling school" or "Create a new school". Additionally, the LEA may only select the partner-managed option for the "Replicate a successful school model".

Select one school action model below:

- ☐ Restart a struggling school
- ☐ Create a new school
- ☐ Replicate a successful school (must select Partner-managed option)
- ☐ Reassign students from a struggling school (type of model management does not apply)
- ☒ Exploratory planning (type of model management does not apply)

Select how model will be managed:

- ☐ District-managed
- ☐ Partner-managed

TEA Program Requirement 2: Please describe the following:

a) Please describe the evaluation process and criteria utilized for selecting the school action model.

The GPISD Department of Innovation and School Improvement leads key school reform initiatives. The district administrator assisted the Crosswinds High School Improvement Committee in using the Site-Based-Decision Making process to select a school action model.

Step 1. Data Analysis and Needs Assessment: Crosswinds High School (057910009) is a Comprehensive Campus. Improvement is required in academic growth to improve school progress. Under the direction of the Deputy Superintendent for School Improvement and Innovation, the campus-based improvement committee utilized the five steps of the Texas Accountability Interventions System (TAIS) framework to collect and analyze data and to conduct a comprehensive needs assessment. First, the committee clarified and prioritized problem statements. Next, to set the purpose of the needs assessment, the team studied the mission of the campus. Membership of the improvement committee was then reviewed data based on TAIS guidelines, GPISD Board Policy, and the proposed school action plan. Membership of the improvement committee was increased to include social service providers, local business owners, Mosaic Family Services counselors, Texas Workforce Commission representatives, and Dallas County Community College District faculty members. The committee collected data in four STAAR performance indexes: achievement, progress, closing performance gaps and post-secondary readiness. Once data was organized, the team utilized TAIS questions to determine trends and patterns in data over time, the impact of trends and patterns, and the root causes that contributed to each problem. The team found the accelerated educational plan at Crossroads High School that allows students to complete high school requirements at their own pace using online curriculum and instruction results in rolling enrollment leading to a 64% attendance rate and a 63% graduation rate. Based on the needs assessment, the committee developed a school action plan that engages disconnected youth in school by linking academic achievement to accomplishment of career goals.

Step 2. Selection of Model, Goals, and Interventions: After identifying the problem and cause, the improvement committee reviewed the components of school improvement models from the School Action Planning grant to determine the model that best addresses student and campus needs. Using TAIS handouts outlining Critical Success Factors and required interventions for each model and information from the Division of System Support and Innovation (DSSI), the team selected the exploratory model. This model will allow the committee to work with technical assistance partners during the planning year to meet three goals – increasing graduation rates, career preparation, and college entrance. To identify evidence-based strategies, the committee researched successful Texas High School projects and educational dropout prevention programs.

Step 3: Implementation: Based on the model, goals, and interventions selected, the campus-based improvement team developed a School Action. The framework includes goals, critical success factors, school actions, performance measures and performance targets for each quarter of the project. The School Action Plan will be used by the campus improvement committee to guide and continuously improve grant implementation and to conduct the grant evaluation.

TEA Program Requirements

b) Please describe the district vision for improving the campus(es) or engaging in a thoughtful planning process to implement a school action.

The Grand Prairie Independent School District (GPISD) Board of Trustees vision summarizes the strategic priority of the district: "We are a learning community vigorously pursuing student success." To meet the vision and increase the number of students in high rated schools, GPISD offers fourteen open enrollment Schools of Choice. With guidance from the GPISD Department of Innovation and School Improvement, each school has been designed based on the needs of students and their families and the community. Schools of Choice are stand-alone schools that provide unique learning opportunities for students seeking a non-traditional educational experience. Five of the GPISD Schools of Choice are campus charters. Elementary Schools of Choice include two early education schools, two college preparatory campuses, three digital arts campuses, five STEM campuses, and one International Baccalaureate school. Secondary Schools of Choice include two Career and Technology Education campuses, two collegiate academies, one fine arts school, two leadership academies and three Science, Technology, Engineering and Math (STEM) campuses. As a TEA designated District of Innovation, GPISD is afforded more local control over district operations in order to support innovation and local initiatives to improve educational outcomes for the benefit of students in the community. The School of Choice model established by GPISD has been successful in improving student achievement, increasing student progress, closing achievement gaps, and advancing postsecondary readiness. In 2017-18, all Grand Prairie ISD schools 'Met Standard' – the highest rating that can be earned from the Texas Education Agency. In addition, GPISD schools received a total of 72 distinctions which is an increase from the 64 earned in the previous school year. Distinction designations are presented to campuses based on achievement on performance indicators compared to a group of 40 campuses of similar type, size and student demographics. It is clear the innovative School of Choice model is working to increase the number of students enrolled in higher-rated schools.

The proposed School Action planning grant will empower campus stakeholders to redesign student support programs in the Crosswinds HS School of Choice to meets learner needs, improve academic achievement, increase graduation rates, and support career and college preparation. The plan is designed to meet the GPISD vision of a community pursuing and achieving student success.

c) Please describe how the grant aligns to and accelerates the district's broader strategy and theory of action.

GPISD completed Lone Star Governance Board Training and formed the Department of Innovation and School Improvement in 2017. Under the direction of the Deputy Superintendent of Innovation and School Improvement, the office supports transformation reflective of the System of Great Schools theory of action: (1) The Superintendent annually works with the Board to analyze the district's comprehensive needs assessment, develop student outcome goals, and select goal progress measures for each student outcome goal; (2) Campus Autonomy - GPISD is a fully open-enrollment district, offering fourteen Schools of Choice and eleven Programs of Choice throughout the district. Each program is developed by campus staff and has complete autonomy in hiring, campus schedules, length of the school day, etc. to meet the academic goals of the school; (3) Parent/Student Choice: The GPISD Kaleidoscope Schools website introduces families to career and school options to unleash each child's potential through choice in education. The GPISD Experience event showcases all school offerings. Families from across the DFW metroplex are invited to explore educational settings for their children at the event; (4) Performance Contracts: GPISD has established five campus charters (see attachments) as Schools of Choice. The district implements performance contracts with principals of charters to specify GPISD expectations for student achievement, student progress, closing performance gaps, and postsecondary readiness domains; (5) Strategic Improvement: GPISD choice programs give campuses the opportunity to design educational plans to meet the needs of the student population and the district the opportunity to serve more students in high performance campuses. The proposed program accelerates the district's broader strategy and theory of action by exploring school actions to meet the district mission of ensuring student success at Crosswinds High School through engaging learning experiences, collaborative leadership and a focus on maximizing student achievement.

d) Please identify the district staff member to coordinate the planning grant and the qualifications of the identified staff member.

The Deputy Superintendent for Innovation will oversee the implementation and evaluation of the grant. The district leader is a certified Texas administrator with vast experience in successfully managing TEA school improvement grants including School Redesign, School Transformation Planning, and Texas Title I Priority Schools grants. The administrator will work with the Project Coordinator to complete grant activities and reporting requirements on time and as required by TEA.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

☒ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Project Coordinator - salary and fringe benefits	72,000
Substitute Pay - Planning Committee	6,000
Professional Staff Extra Duty Pay - Planning Committee	8,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

School Action Matched Partner - 25% grant requirement	75,000
Development of Student Support Models	48,000

SUPPLIES AND MATERIALS (6300)

Project Coordinator laptop, printer, office supplies, student support model curriculum	40,000
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OTHER OPERATING COSTS (6400)

Travel to TEA Grant Meetings/Training	8,000
Travel and registration fees - school reform, student support models, school climate	33,000

CAPITAL OUTLAY (6600)

Total Direct Costs 290,000

Indirect Costs 10,000

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) 300,000